

CHAPTER: 3

REVIEW OF RELATED LITERATURE

3.1 Introduction

Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already done. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus projects the current research work in the proper perspective. Reviewing the related literatures before and after selecting the problem is very much important for planning and carrying out the study, establishing the need of the study and limiting the scope of the study.

The present chapter describes the review of related literatures carried out by researcher.

3.2 Studies Conducted Abroad

Many research studies made on Teacher Job Satisfaction from different angles with different independent variables.

Chung-Lim Ho and Wing-Tung Au of Chinese University of Hong Kong (2006) studied 'Teaching Satisfaction Scale' to measure Job Satisfaction of Teachers in China. This study proposes a teaching satisfaction measure and examines the validity of its scores. The measure is based on the Life Satisfaction Scale (LSS). Scores on the five-item Teaching Satisfaction Scale (TSS) were validated on a sample of 202 primary and secondary school teachers and favorable psychometric properties were found. As hypothesized, teaching satisfaction as measured by the TSS correlated positively with self-esteem but negatively with psychological distress and teaching stress. The TSS scores had good incremental validity for psychological distress and teaching stress beyond earlier Job Satisfaction Scales. The TSS offers a simple, direct, reliable, and valid assessment of teaching satisfaction.

Butt, Graham & Lance, Ann (2005) studied 'Secondary Teacher Workload and Job Satisfaction: Do Successful Strategies for Change Exist? This report analyses the views of secondary school teachers involved in the Transforming the School Workforce: Pathfinder Project--a project designed to address issues of teacher workload and job satisfaction. The initiative was launched in 2002 by the Department for Education and Skills to enable 32 pilot schools to explore ways in which they might restructure their working practices and reduce teacher workload. Funding was provided for schools to benefit from consultancy support, the training of head teachers, the employment of additional teaching assistants, the provision of ICT hardware and software, the training of bursars/school managers and for capital build projects. Here we concentrate on the evaluation of the Pathfinder Project with particular reference to possible changes in workload and job satisfaction of secondary teachers in the 12 secondary schools involved in the project. The reported weekly and holiday hours worked by secondary teachers are analyzed across the duration of the project, as are patterns of evening and weekend work. Teachers' views on job satisfaction are also analyzed in conjunction with their perspectives on workload, culminating in a discussion of their solutions to the problems of excessive workload.

Zembylas, Michalinos; Papanastasiou, Elena (2004) studied 'Job satisfaction among school teachers in Cyprus'. The research report examines job satisfaction and motivation among teachers in Cyprus - a small developing country in the Eastern Mediterranean. An adapted version of the questionnaire developed by the "Teacher 2000 Project" was translated into Greek and used for the purposes of this study that had a sample of 461 K-12 teachers and administrators. The findings showed that, unlike other countries in which this questionnaire was used, Cypriot teachers chose this career because of the salary, the hours, and the holidays associated with this profession. The study analyzes how these motives influence the level of satisfaction held by the Cypriot teachers.

Ronit (2001) studied 'The Influence of Leadership Style on Teacher Job Satisfaction'. This study disclosed the effects of principals' leadership style (transformational or transactional), principals' decision-making strategy (autocratic versus participative), and teachers' occupation perceptions on teacher satisfaction from the job. More specifically, it attempts to find out how much of the variation in teachers' job satisfaction can be attributed to their perceptions of their occupation, as

compared to their perceptions about their principals' leadership style and decision-making strategy. A quantitative questionnaire using Likert-type scales was administered to 930 teachers in Israeli schools, of whom 745 responded. Path analysis was used to explain teacher job satisfaction by the exogenous variables. The most salient finding was that teachers' occupation perceptions strongly affected their satisfaction. Principals' transformational leadership affected teachers' satisfaction both directly and indirectly through their occupation perceptions. Implications of the study are discussed in relation to supervisors and principals, as well as to policy makers at the government level.

Garett, R.M. (1999) studied 'Teacher Job Satisfaction in Developing Countries'. The study disclosed that the results from a literature review that examined teacher job satisfaction in developing versus developed nations. The review involved computer searches using keywords, manual searches of databases, follow-up of references from papers, requests to research institutions worldwide, and searches of dissertations. Overall, most work has been focused on secondary school teachers. Issues related to elementary teachers and principals have not received much attention. There was no generally agreed upon definition of job satisfaction or standardization of instruments used in the available literature. What little research had been done in developing nations was based on a set of theoretical assumptions that had been developed from findings in developed nations. The evidence available from mature educational systems identified a complex picture in which job satisfaction, itself a multi-faceted concept, was closely related to the other key factors of work life complexity and work centrality. Stress was produced, manifested, and coped with differently in different societies.

Beverly M.Klecker, William E.Loadman (1999) studied 'Male Elementary School Teachers' Ratings of Job Satisfaction by Years of Teaching Experience'. This study discloses that Teaching in American public schools in grades K-12 is largely a female pursuit. Discussions of the diversification of the American teaching force, have generally focused on two areas: (1) the under-representation of people of color in the teaching force and (2) the under-representation of females in administrative positions (Montecinos & Nielsen, 1997). Few researchers have chosen to focus on the need for more males in the teaching force. The scarcity of male teachers as student role models is a subject of concern at all levels, but it is of particular concern in the early grades (Wood and Hoag, 1993). National statistics of teacher demographics indicate that the

national teaching population is 72% female and 28% male. However, the gender statistics are even more disproportionate at the elementary level. Fewer than 2% of pre-K/Kindergarten and 14.6% of elementary teachers are male (Snyder & Hoffman, & Geddes, 1996). This lack of male role models in the early years of schooling may be a limiting factor in recruiting more males into this profession.

Anna, F.L. and Dianna, L. N. (1992) studied 'Teaching Special Needs Populations and Teacher Job Satisfaction'. Teachers' perceptions of their jobs are strongly related to their perceptions of their students. This article confirms what one might expect: Working with students who are gifted and talented positively predicts job satisfaction, whereas working with students who have learning difficulties has a negative effect. Yet teachers' self-reports of general job satisfaction reverse when asked about how the reality of their teaching experience compares to ideal conditions. This has clear implications for urban school districts involved in massive mainstreaming efforts. Teacher preparation and the impending merger of general and special education are discussed.

Sonnie S.B. and Lawrence, H.C. (1992) studied 'Predictors of Commitment, Job Satisfaction and Intent to Stay in Teaching: A Comparison of General and Special Educators'. The primary purpose of this study was to identify variables that influence teachers' commitment and job satisfaction among both general and special educators. A secondary purpose was to determine the extent to which these commitment and satisfaction variables influence teachers' intent to stay in teaching. A questionnaire using primarily extant measures was sent to a random sample of 558 special educators and 589 general educators in Virginia. Completed questionnaires were received from 83% of both samples. Cross validated regression results suggest that work related variables, such as leadership support, role conflict, role ambiguity, and stress, are better predictors of commitment and job satisfaction than are demographic variables. Generally, the findings were similar for general and special educators.

Judith K. G. Williamson and McDiarmid, (1986) studied 'The Job Satisfaction of Alaska's Isolated Rural Teachers with their work life'. This study examines the sources of job satisfaction and dissatisfaction among 304 teachers randomly selected from small isolated schools in rural Alaska. These teachers are highly satisfied about their relationship with students and their pay

benefits. Large numbers of teachers are dissatisfied, however, with community amenities, their students' academic progress, and especially, school district management. Most of these teachers teach in Indian and Eskimo villages; yet they feel that inter-organizational relationships with the district office cause them more stress than cross-cultural relationships with the students and community. In many isolated rural schools, high teacher turnover erodes the quality of education rural students receive. Hartrick, Hills, and Wallin [3] found that six out of ten teachers employed in rural British Columbia were not teaching in the same district five years later. A recent study [5] of teachers in rural Alaska found that majorities have taught at their present schools less than two years. Since the sources of teacher dissatisfaction depend on the specific conditions of the schools in which they teach, research on rural teachers' satisfaction with their work life should describe with some care the particular community and school context. Most teachers in rural Alaska work in isolated Eskimo or Indian villages of a few hundred residents. While a handful of these communities are on the highway system, most are accessible only by light aircraft. These small communities offer few of the amenities teachers can take for granted elsewhere. While some school districts or communities provide modern teacher housing, in others teachers must rent cabins or plywood shacks. The conclusions of the study stated that Alaska's rural teachers to express satisfaction with their pay and benefits and to express discontent with the hardships of living in isolated Native villages without many amenities. Similarly, the number of teachers who express dissatisfaction with the distant district office was unexpected.

3.3 Studies Conducted in India

The investigations made in this country on Teacher Job Satisfaction on various nook corners with the help of demographic variables by using the statistical procedure to obtain the results according to their needs.

Beegam and Dharmangadan (2000) examined gender differences in job satisfaction in a sample of 415 college teachers (age 23 – 55 years) with an equal number of males and females. Female teachers were more satisfied with their jobs than male teachers.

Joshi (1999) investigated the interrelationship between job satisfaction, job involvement and work involvement and their relationship with age, job experience, monthly income and

educational level. Results revealed a significant positive association between job satisfaction and job involvement. Employees age, job experience and monthly income were significantly correlated only job involvement. Job satisfaction was significantly correlated only with monthly income.

Begum (1994) examined the relationship of job satisfaction of Kerala college Teachers with some socio-demographic and personality variables. Das and Panda (1995) aimed at finding out the job satisfaction of college and higher secondary teachers in terms of their sex and experience. Ausekar (1996) compared the job satisfaction among teachers working in government and private secondary schools. Thaker (1996) designed to know whether the government and non-government secondary school Principals differ in their job satisfaction.

Naik, G.C. (1990) found that ad hoc teaching assistants of the M.S. University, Baroda, were satisfied with their jobs mainly because of their favourable attitude towards the teaching profession, financial consideration and the facilities which they were getting for further studies; marital status, age, experience and gender did not affect their level of job satisfaction; leadership qualities of heads of institutions promoted job satisfaction, and group goals and objectives were essential parameters in determining the job satisfaction of teachers. Sex, experience and background variables had no bearing on job satisfaction.

While studying job satisfaction of graduate teachers in Coimbatore.

Sekar, G. and Ranganathan (1988) found that most of the teachers were satisfied with their nature of work, personnel policies, salary, personal achievement and their relationship with superiors and colleagues, working conditions in schools, concluded that caste, place of work and mother tongue were significantly related to job satisfaction. Male graduate trained teachers, single-family teachers, more experienced and government school-teachers were more satisfied than others; age and marital status, however, had no relationship with job satisfaction. Economic and political values were found to be correlates of job satisfaction.

In the studies of Virachari, S (1987), Bhandarkar (1980), Gupta (1980), Girens Rebay (1988), primary, secondary school teachers and college teachers are investigated. Bhandarkar, Rebay found a positive relation between age, experience of Job satisfaction. There is no

significant difference to sex or level of education and job satisfaction. Regarding pay and supervision the teachers are dissatisfied. Gupta states that marital status; age and experience were not associated with job satisfaction. Rebay states that not only the gender, marital status, age, qualifications but also the location of the schools have no relationship with job satisfaction and at the same time the experience and salaries of the teachers have a significant relationship with job satisfaction.

3.4 Other Studies

Herzberg (1957) proposed that there is a significant relationship between age and job satisfaction, especially he indicated that job satisfaction is high for youthful employee, immediately after employment, and drops sharply after a few years, and then begins to climb as workers continue with their jobs. It is same in the case of teachers working at any level.

Hullin and Smith (1964) contended that it is not sex that related with high and low satisfaction, but rather it is an entire constellation of factors which themselves relate to sex, such as pay, job level, promotional opportunities, and opportunities for professional growth. This has been specially indicated in a study in which women were more satisfied than men, while both men and women were in the group, were getting the same salary, and had similar social position.

Some recent studies on this relationship indicate that there is no significant difference in the levels of satisfaction due to sex difference, (Tansh 1987, Semapakadi 1987, Longford 1987)

Gupta (1980) studied primary schools, secondary schools, college teachers and found that experience was not related to job satisfaction.

Nayak, G.C. (1982) in his study consisting of 735 female teachers as lower division teachers, upper division teachers and lecturers in different higher secondary schools of Jabalpur district found that teaching aptitude had significantly positive relationship with job satisfaction of female teachers. But still, it is impossible to say accurately that a person having favourable teaching attitude will also have a high job satisfaction. Due to influence of many personal factors and job related factors there is a chance of being dissatisfied having favourable attitudes towards the teaching profession.

Kaur(1986) studied the job satisfaction of home science teachers and found out that experience did not get as a correlate of job satisfaction.

Studies abroad indicated that there was a significant difference in the levels of job satisfaction of teachers, both primary and colleges, in terms of their teaching experience {Tanash1987, Margaret(1990).

Dixit (1986) conducted a study on primary school teachers and found the level of satisfaction of married and unmarried male and female teachers separately. The findings were that in case of male teachers, marital status had no significant relation on the job satisfaction. But unmarried male teachers enjoyed a little more satisfaction than those who were married. In female teachers married teachers were slightly more satisfied than unmarried. But the difference was insignificant to be taken for granted.

Feld,(1960).discovered that concern for security occurred disproportionately among those who were dissatisfied. In case of teaching assistant, security was termed to be present, when the tenure is specified. i.e. One academic year is fixed. However, it created a feeling of insecurity also. Hence it was concluded that the feeling differed from person to person across facultywise and according to intention of joining this profession.

Lavinga (1974) undertook a study on job satisfaction of both the primary and secondary school teachers (N=1600) in the state of Gujarat. A rating scale was used in a data collecting tool. The major findings were :1)primary school teachers were more satisfied than secondary school teachers.2)Female teachers were more satisfied than male teachers.3)Job efficiency was positively correlated with job satisfaction and,4)younger teachers were relatively more satisfied than older teachers.

Kolte, N,V.(1978):The objective of the study was to identify the factors that are responsible for both job satisfaction and dissatisfaction. A sample of 150 primary school teachers in Buldana district of Maharashtra were selected through systematic sampling technique. The factors found associated with high job satisfaction were :1)achievement 2)recognition 3)advancement 4)the nature of work. The factors mostly associated with low job satisfaction were:(a)Working condition(b)Salary(c)Interpersonal relationship.

Gupta,S.P.(1980) compared the job satisfaction of three levels of teachers ,viz,primary ,secondary and college.Major findings were (1)primary teachers were less satisfied than secondary and college teachers.(2)Marital status,age and experience were not found associated with job satisfaction of primary school teachers.

Rao(1981):This study was aimed at investigating the relation of job satisfaction to several intrinsic and extrinsic factors in the teaching job assuming job satisfaction as dependent on work adjustment. The study was carried out with primary school teachers of Nellore and Chittoor district of Andhra Pradesh. It was a survey research taking 520 teachers as sample of the study. The major and related findings are (1)NO difference was found between female and male teachers with regard to job satisfaction.(2)A significant relationship between intrinsic motivation and job satisfaction was found.(3)The length of the service (experience) was not related to job satisfaction.

Semapakadi,(1987) taking elementary school teachers (N=552) of phuket province found significant difference in the level of job satisfaction due to age and experience .But the findings of Johnny (1987)contradicted the above finding stating no relationship at all. A study by Thongchant (1987) taking faculty members of nursing colleges in Thailand, found a significant relationship of job satisfaction with their age. The findings of Tanash(1987)also supported this.

Shah(1982) found that the self concept of the teachers had no significant impact towards providing job satisfaction as the satisfaction of the teachers were controlled by many other job related factors.

Jayalaxmi (1974) in a study taking teachers of Engineering and Technology institutions found that all the five dimensions related to perceived characteristics of organizational atmosphere namely spirit, authority, hindrance, administration and fairness were significant variables of job satisfaction.

Singh(1974) found that low prestige attached to school teachers ,heavy pressure on work, teaching uninteresting subjects, unmanageable class size and clerical work given to them were important causes of dissatisfaction among them. Inadequate facilities of recreation ,that lack of

desirable living arrangement congenial associates and in adequate equipments also have been mentioned as dissatisfiers by the teachers.

Dweck, C. S. (1999) stated that job satisfaction and motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies. Employee job satisfaction and motivation can be studied through several broad approaches *vis-à-vis* content or need based theories, process theories and reinforcement theories. However, the term employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual

Herzberg, F., Mausner, B. & Snyderman, B.B. (1959) stated that Job satisfaction has been the most frequently investigated variable in organizational Behavior. Job satisfaction varies and researchers, for example Peretomode and Whawo have suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs . That is, they simply like what they do. In any case, job satisfaction is as individual as one's feelings or state of mind. Job satisfaction can be influenced by a variety of factors, for example, the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, the degree of fulfillment in their work, etc. However, there is no strong acceptance among researchers, consultants, etc., that increased job satisfaction produces improved job performance. In fact, improved job satisfaction can sometimes decrease job performance”

Goswami (1988) compared the job satisfaction of teachers among for teaching cadres :PGT ,TGT,PRT, and other category of central school teachers. He found that the central school teachers of all cadres. Except PRT of the North Eastern region were dissatisfied with their job.

Saxena (1990) studied some correlates of job satisfaction in a teaching profession at all levels and found that (a)a positive correlation between aptitude and job satisfaction (b)positive but not significant correlation between attitude and job satisfaction and (c)negative correlation between socio-economic status and job satisfaction.

Saxena conducted a study on elements ,which affect the job satisfaction of lecturers working in higher secondary school of Madhya Pradesh. Major findings were (a)there is no significant difference between male and female and between science and arts lecturers on job satisfaction of social ,individual, vocational, moral and economic elements. (b) a significant difference existed between non-government rural and urban lecturers having more than 10 years teaching experience.

Michael and et.al. (1997) examined the relationship between job satisfaction ,organizational commitment and the intention to stay. The findings are in line with previous research ,but display an unusual characteristic in that pay satisfaction is isolated from job satisfaction and commitment.

Cetin(2006) conducted a research to find out if there is a significant difference between job satisfaction ,occupational and organizational commitment of 132 academics and found a relationship between the academics job satisfaction .occupational and organizational commitment.

3.5 Implications of the Study and Conclusion

The above reviews have made the researcher realize the importance of job satisfaction and have also enabled the researcher to chalk out the research methodology of the present study. Moreover, the tools used in researches were mainly questionnaire and interview schedule. All the above studies were surveys. The researcher could identify a number of variables that were linked with job satisfaction. The link between job satisfaction and job performance, self esteem, work culture, work environment, work ethics, self motivation, rewards, success rate, etc were observed.

The following chapter presents a detailed description of the research methodology and procedure.